

# Amy &



## PSYCHOLOGICAL SAFETY

Amy Edmonson's 30 years of research at Harvard University show that groups with higher psychological safety perform better in almost any area measured.

Dr. Edmonson's findings were reinforced by Google's extensive research with thousands of employees. Google's research found that the way the team works together is more important than who is on the team.



**On teams with the most psychological safety, the team members:**

- respected, listened, and paid attention to each other
- sent verbal and non-verbal messages to let others know they belong
- were good at reading how others felt
- had opportunity to speak roughly the same amount of time
- shared opinions and ideas confidently and without fear

**PSYCHOLOGICAL SAFETY OR NOT?**

# TEAMWORK GUIDELINES

## KASC USES TO BUILD PSYCHOLOGICAL SAFETY

Based on the *Skilled Facilitator Model* by Roger Schwarz;  
revised by Partnership for Kentucky Schools and Roberts & Kay, Inc.

Many leaders find it challenging to facilitate group collaboration and decision-making. Leadership always involves working effectively with all kinds of people — students, educators, family, and community members. The following guidelines will help you develop your understanding of group dynamics and improve your facilitation skills. (These will work with students in the classroom too.)

Guideline	Description
<b>Share all relevant information</b>	<p>“Relevant” means any information that is potentially useful in making a decision about a proposed change.</p> <p><i>What do I know that will be helpful to others in thinking about implementing this change?</i></p>
<b>Explain your reasoning and intent</b>	<p>Expands on the kind of information to be shared. Leaders need to fully disclose their intent so people don’t have to guess.</p> <p><i>What is the thinking behind what I am proposing?</i> <i>What is motivating me to make this proposal?</i></p>
<b>Test assumptions and inferences</b>	<p>Become more aware of assumptions we make and more conscious of the inferences we are drawing. I</p> <p><i>Am I making an assumption or an inference?</i> <i>If so, how can I test if the assumption/inference is valid?</i></p>
<b>Focus on interests, not positions</b>	<p>Positions are specific solutions or decisions for which people advocate. People will usually tell you their position on an issue.</p> <p>Interests are the underlying problems or concerns that people want to see addressed. Interests are not as easily obtained as positions because people are often reluctant to share or simply cannot verbalize their concerns.</p> <p>Asking people to share about their interests and concerns instead of their positions can often make it easier to find common ground and a new approach.</p> <p><i>Am I sharing my interests and concerns instead of advocating a position?</i> <i>Am I trying to understand others’ interests and going beyond their positions?</i></p>
<b>Jointly design next steps</b>	<p>This guideline applies to making decisions about how we will work together and promote ownership and commitment.</p> <p><i>Am I including others in decisions about how we will proceed?</i></p>

